

School Activities

The National Extracurricular Magazine

SEPTEMBER, 1959



The High School Symphony Orchestra, Brighton, Alabama



Student Newscasters on the "Television Classroom," Springfield, Missouri

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By HARRY C. McKOWN

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School Activities

HARRY C. MCKOWN, *Editor*

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As the Editor Sees It



Well, here we are again, beginning our 31st year. And, as always, our ambition is to provide administrators, teachers, and students with useful material by means of which they can initiate, promote, organize, program, evaluate, and improve their extracurricular activities.

A professional magazine is like a bulletin board, not only in general purpose but also in needs—suitable location, pertinent material, and attractive presentation. If you'll provide the material (articles and pictures) we'll try to locate and present it effectively.

Remember again that what is "old stuff" to you may be "new stuff" to someone else.

Further, don't hesitate to describe failures as well as successes. True, we all dislike to think and talk about our failures (actually, it requires more bravery to describe a failure than to tell about a success). But really, a failure properly recognized, accepted, and in the future avoided, represents an excellent learning setting—for both the one who fails and later succeeds and the one who avoids failure because of the experience of those who failed.

Strange as it may seem, the beginning of school is the proper time to start to plan for one of the last activities of the school year—the yearbook.

If you were asked, could you spell "fanfare," "susurrus," "ratiocination," and "vinaigrette"? Probably not. Likely, too, you could not even define these words or use them intelligently. But these are a few of the words thrown at the finalists in the 32nd annual National Spelling Bee for elementary school pupils. Perhaps, in its early phases preparation for this contest was instructionally beneficial. Perhaps it was not. But certainly the final event (which received the publicity) was only an educational stunt, nothing more.

The grandiloquent and usually plagiarized "oratory" of the high school graduation of an earlier day has largely disappeared from this important ceremony and consequently cartoons,

quips, and caustic comments reflecting it have likewise all but disappeared.

Just now colleges are providing a new subject for similar treatment. This ridicule is being directed towards the colleges' practice in awarding honorary degrees. Formerly, these awards were made for substantial achievements. Now they are too often made for other reasons, as "exchange" ("you give me one this year and I'll give you one next year"), as "bait" for desired contributions, as publicity pure and simple (mostly simple), and for other similarly unjustifiable "reasons." The result has been a decided cheapening of this award. (Incidentally, the least respected—and earned—of all honorary degrees is the D.D.)

Colleges should take a lesson from the high school and clean this smelly mess from their most important public program.

A proposed code for discussion-group members is suggested on page 18. Probably the most important single idea in it is the one at the end.

"Good-natured razzing" is the hazer's description of his activities. If the hazees understand and accept it as such it may be fun for them. However, to the hazer such understanding and acceptance would indicate his own failure. To him it must NOT be accepted happily by the hazees. To them it must represent embarrassing and humiliating experiences. Hence, it is "bad-natured razzing" and quite out of place in a civilized school.

A special Awards Day program—to which parents and friends are invited—represents a much more sensible and attractive event or procedure than scattering the handing out of school letters, prizes, honors, and other important recognitions throughout the year in assembly, graduation, and other programs.

Because of continued newspaper reflections of serious accidents with home-made and school-made rockets we repeat—rocketry is for highly trained experts, not for eager-beaver inexperienced amateurs.

Why shouldn't the student council sponsor make a "pep talk" to his group? Not a frenzied, frothy "up-and-at-'em" shrieking but a sensible talk which stresses proper council purposes, areas, responsibilities, and ambitions.

The Council President Drops His Hat

MR. PRESIDENT and members of the student council:

You are all well enough acquainted with me to know that I'll make a speech at the drop of a hat. Since it's the fashion here for our students to go bare-headed and since I'm the only faculty member who wears a hat (probably because I'm the only one who hasn't enough of what it takes between the ears to promote the growth of even a sparse crop of hair), I don't get many chances, except in class, to sound off. After all, I can't go around dropping my hat just because it would give me an opportunity to make a speech. In the first place, it wouldn't look well, and in the second place I'd undoubtedly be voted the teacher most likely to be fired before the end of the year.

Once in a while, though, some kind soul like our council president takes pity on me and invites me to make a talk. Jack here did that and I assure him that he has made a friend for life. Of course, the fact that he made fifteen enemies at the same time (I think I counted fifteen of you while Jack was introducing me) is just one of the prices he has to pay for being council president.

More seriously—and to take Jack off the spot—it has been a custom in recent years for the faculty adviser to give a sort of orientation talk at our first formal council meeting. That's why I'm up here now. If you want to blame somebody,

WILLIAM S. LINN
Yerington High School
Yerington, Nevada

blame the faculty: they elected me to my council job; or, if you want to take it out on somebody else, blame the members of whatever extracurricular organization elected you their council representative. . . .

I've been trying to find out how long we've had a student council here and I can't get much definite information. The written record of the secretary's minutes in the principal's office go back to 1935, and last week our county sheriff told me he was a council member in 1929. If I remember my eighth grade arithmetic, that means we have at least thirty years of tradition behind us.

The council has changed a lot during those thirty years. The sheriff told me that the council of which he was a member was made up of the student body officers and the presidents of the four classes, all of whom were ex-officio members of the student council. "Ex-officio:" that's a high-sounding term which means that after you've been elected to a position which should require most of your time and talent, you suddenly learn that you also have another job that likewise should take most of your time and talent. When you're faced with this sort of situation you can do one of three things: you can do two jobs "half-way," you can do one job and forget the other, or you can give up the whole business in disgust and shoot yourself. Since the mortality rate among council members hasn't been very high (no fatalities that I know of), I assume that in the "good old days" either a lot of jobs didn't get done or a lot more jobs got half-done.

That can't happen today. You and I have just one job to do (and here I'm speaking of our school's extracurricular program) and that's to administer the affairs of this council. Of course, all of us do have other responsibilities, in the classroom or as members of the organization that elected us to the council. Our job, of course, is to represent that organization here; but our *first* responsibility is to the school as a whole. It's because of our over-all responsibility to the entire

OUR COVER

The upper picture shows the three-year-old High School Symphony Orchestra of the Brighton, Alabama, High School. It is composed of 31 pieces and is directed by Mr. James C. Jones, assisted by Mr. John W. Welch. This orchestra gives students the almost rare opportunity of training in strings at the high school level.

The lower picture shows the student newscasters who are featured each week on the Springfield Public School's presentation "Television Classroom" to review news developments at various grade levels. Shown above with world traveler guests (standing) at left is Pershing School newscaster Marcia Mallett. Seated in center is Study Junior High School reporter Nile James, and at right is Central High School's Barbara Richardson, student news bureau editor. Programs in this varied and interesting schedule are telecast on KTTT-TV, Channel 10, a local Springfield, Mo., commercial outlet.

school (again, as far as extracurricular activities are concerned) that I believe the student council is the most important single organization on the campus.

There's one item of very recent history that I want to mention before I go into the details of our work: until about a year ago our student council was strictly a local proposition, as were all other councils in the state. Then, in October of 1958, a meeting was held at the university at which time steps were taken to organize a State Association of Student Councils. We'll be hearing more about that during the year and we'll also be hearing about a Student Council Workshop which will be set up as part of the state organization's program. We'll be represented by one or more of you members at state and regional meetings and at the Workshop. Both of these developments, it seems to me, represent a tremendous step forward. You who have attended Boy's State or Girl's State or some similar function where students get together from all parts of the state, know what a wonderful thing it is to share ideas, meet new young people, and to learn that you're part of something which is bigger and greater than your own local situation.

Now, having given this bit of history, and in the knowledge that the officers we elected two weeks ago have received their "in-service" training and were installed at yesterday's student body assembly, let me ask you this double-barreled question: As a student council, what are we? What are we supposed to do?

You who have been in my classes know that I'm left-handed, so you'll understand why I approach the answers to these questions in a sort of left-handed manner: by mentioning first what we are *not*.

To begin with, we do not represent "self-government." As a matter of fact, there's no such thing as student "self-government," and for two very good reasons. The first is a legal reason: the person, under the law, who is responsible for everything that takes place in this school is Mr. X, the principal, and he cannot delegate that responsibility to any other person or group.

The second reason is what you might call a "practical" one (and here I'm laying the cards on the table, as I know you would want me to do): boys and girls in their teens just haven't had enough experience to make most of the decisions that "self-government" would require. That's nothing to be ashamed of. Just as there

are a lot of things around here that you can't do, so are there many things that I can't do, even as a member of that exalted group known as "the faculty." I'm not ashamed of the fact that I lack experience which would enable me to work out the school's budget for next year, or that I haven't had enough training to be able to choose what type of uniform Miss Y's girls' gym classes will wear. So please don't feel that we're "hemmed in" by the fact that we don't have the last word about many of the factors that determine what goes on here in our school.

Again, we're not here to "help the principal and the faculty." These exalted persons are capable of doing what they're supposed to do; if they weren't they wouldn't be here—and if they aren't they won't be here very long; the school board will see to that.

Moreover, we're not a judge and jury type of organization. The disciplinary jobs belong to the administration, just as jobs like homework and cheerleading and playing football belong to you. You do your jobs, I do mine, Mr. X does his, our various organizations do theirs and, working together, we'll have a smooth-running and efficient school program.

Finally, we're not "trouble-shooters" who'll get all the jobs nobody else wants dumped into our collective laps. It's true that at times we'll have work that involves the solving of problems, but they'll be *our* problems, not those of some other group or person.

You're probably getting tired of hearing about what we're not, and wondering just what we are. So let's get to that.

In the first place, we're a kind of democracy in miniature. Our job takes place in a setting where we—and those who elected us and who support us—actually practice the things that make for good citizenship.

In the second place, our job is to make this "good citizenship" business a living, vital thing, and the only way we can do that is by what the experts call "participation." This simply means that everybody has something to do and does it. Our officers have already had their jobs pretty well defined. The rest of us will have one or more committee responsibilities: for instance the Bulletin Board Committee or the Finance Committee or the Auditing Committee or the Publications Committee or the Assembly Committee or the Committee to study and evaluate the council's Constitution. These, for the most part, are com-

mittees that have proved useful in the past, and we can add more if we think they're needed. But of this you may be sure: every one of us will have some specific job as a member of this council and other members have the right to expect us to do that job to the best of our ability.

Finally, and I've mentioned this at least twice before: our chief function is in the field of extracurricular activities. In a way, we have the job of supervising them, of relating them to the school's total program. This doesn't mean that we'll tell the Science Club how to run its business, or prescribe the training rules for the football team, or choose the decorations for the Senior Ball. It does mean that we'll enter the Science Club's name on the assembly calendar when they ask us for an assembly date.

It does mean that we'll arrange space on the bulletin board to include the football schedule. And it does mean that our Resources Committee will help the members of the Senior Ball deco-

rating committee if they ask where they can borrow or rent or buy whatever items they need. In other words, our job, generally speaking, is to promote and administer our school's extracurricular activities in such manner that our various organizations don't compete with each other, don't overlap in their program of activities, and don't end up as glorified study halls or time-wasting sessions. To "accentuate the positive," our job is to help these groups work in close harmony together for their own benefit and for the benefit of the entire school.

You can see, I hope, that we have a tremendous responsibility, one which may (since we are just beginning our work) seem a bit hard to define, but one which is nevertheless very real. And the degree to which we meet this responsibility head-on will determine to what extent we will grow in good citizenship and—what is infinitely more important—the degree to which we serve our school.

You can't lead any farther than you have gone yourself. You can't be a leader unless you have developed the disciplines of a follower and gone on beyond to establish new goals for others.

Developing Leadership Through Sincere Effort and Work

YOU YOUNG PEOPLE have been treated rather shabbily by a lot of critics. You have been accused of not being serious and of seeking the easy way. I want you to know that I do not believe that the youth of today are seeking the easy way any more than the youth of my day did. Certainly, if there is any generation that is looking for the easy way, it is the adult generation of the present.

We do not need to look any further to substantiate this, than to see how hard we are trying to keep from paying taxes and to see the huge national debt we are piling up, instead of our increasing taxes and paying as we go. I have been conducting a one-man campaign with our congressional delegation, urging that taxes be increased so that we will pay for our mistakes rather than asking our children and succeeding generations to pay for these mistakes.

Just because a few high school students use poor judgment and do things that are unwise, the entire younger generation sometimes is

J. CLOYD MILLER
President
New Mexico Western College
Silver City, New Mexico

blamed. I didn't think that story that was going around this spring was very funny. I refer to the story of the chickens that have perfected a thrilling new game. They line up along the highway and wait for a car to come tearing along. Then, they dart across the road practically under the wheels of the car. Any chicken that loses its nerve at the last moment, is called a high school student.

Unfortunately, because a few high school students are foolish enough to play such games as "chicken" you all get branded as being that type. On the other hand, I can give you examples of the serious-mindedness of today's high school student. Just this year, one of our high school students announced gravely that, as far as the fair sex was concerned, he was sick and tired of playing the

field. "From now on," he said, he was going to pick out just three or four of the best and be faithful to them.

Another example is that of the pretty girl who was so annoyed by the fellow sitting next to her at the movies that she got up and changed cars.

The subject assigned to me is a rather unusual one. While I have spoken often on the subject of "developing leadership," this is the first time I have ever approached it from this direction.

College presidents are traditionally supposed to begin their speeches by defining their terms. I believe that my favorite definition of leadership is one that I gave at this workshop three years ago when I spoke on leadership. That definition is: "Leadership is the art of getting somebody else to do something you want done because he wants to do it."

It is difficult to define academic subjects because the term means so many things to so many people. However, I think in general, people accept such subjects as English, the social sciences, mathematics, science, and foreign languages as being academic subjects.

One of the justifications for a variety of so-called extracurricular activities in our schools has been that they develop leadership. We may have carried this to a point where it is thought that only such nonacademic subjects or activities can develop leadership; so I would like us for a few moments to consider ways in which the academic subjects do develop leadership.

Through some of the academic subjects, we learn much about leaders and what has made them leaders. In history, we learn much of this, as well as in literature.

Through a study of leaders, we learn to realize that you can't lead any farther than you have gone yourself.

We learn that others will follow your footsteps easier than they will follow your advice.

We learn that the man who follows a crowd will never be followed by a crowd.

Dr. Van M. Arnold of Greenwood, Mississippi, wrote a sermon on the subject: "Call Me Chicken." In it, he gives some very important advice concerning leadership. I would like to quote three paragraphs from his sermon:

"Chicken" means one is a coward, fearful, lacking courage to face the difficulties. Now consider who is a coward and who has courage. It isn't courage to follow the crowd or let somebody else decide what you are to do. If people push you around like that, you are 'chicken.' If you go where they are serving cocktails, it doesn't take any courage to take one—everybody's doing that—it takes courage to refuse. If the crowd wants to gamble, either

for money or with your life, it doesn't take nearly as much courage to gamble with them as it does to stand against them. . . . If somebody wants you to race with him in your automobile, it may be a natural thing to accept it, but it takes courage to stand for the right rather than to follow the crowd. . . .

"Look about you in school and see those few students that you admire and respect. They're not out playing fast and loose, taking chances, or worried about whether they are chicken.

"Show your colors. Let all who know you, know that when you drive an automobile, you respect the law, the lives of other people and the property of your parents (or the finance company), as well as your own life. When others are drinking, or gambling, or playing dangerously, set them an example of safety and courage. Those who play it safe find a deeper sense of significance and importance than those who play it dangerously. . . ."

We also learn the truth of the old proverb that an army of sheep led by a lion would defeat an army of lions led by a sheep.

Through a study of history, we find that the great leaders had a sense of idealism, a vision of what could be. They set high standards for themselves and developed their knowledge and skills so as to meet those standards. High standards are a basis of all true progress.

From a study of leaders, we find quickly that one of their outstanding traits is dependability. The leader is, as a writer has said: "The kind of man it would do to swim the river with on a dark night because you can always reach out and be sure he is there."

Mathematics should be very helpful in developing dependability because, from a study of mathematics, we know something of the dependability of numbers. The person who is dependable accepts responsibility.

The capable leader does not flounder around in confusion when he meets a problem because he has learned certain procedures which enable him to face a crisis without panic. A study of mathematics and science should be very helpful in developing such an attitude.

The scientist learns to deal with facts.

In determining facts, we cannot jump to conclusions. This is illustrated by a story that is facetiously told of a professor who was demonstrating to his students. He began: "In my right hand I have a flea. I now order the flea to jump over to my left hand. As you see, the flea obeys me."

He continued: "Now, I remove the legs of the flea and order it to jump again. You will note that the flea does not jump. This, gentlemen, proves scientifically that a flea whose legs are removed, becomes deaf."

Maybe a better example would be that of the

scientist who became worried about intoxication, so he conducted a scientific experiment. On the first day, he drank only bourbon and water. On the second day, he drank only Scotch and water. On the third day, he drank only rye and water.

He was intoxicated each day so he concluded that, since water was the only agent present each day, it was causing intoxication.

The leader will depend for his appraisal of circumstances upon facts truly stated. He will demand an analysis of the facts and will deal with actualities rather than with opinions. He will sense what is significant and brush aside the trivial, while attempting to reduce the most complex problem to its simplest terms. This ability to scrape off the barnacles and get at the true values is a vital quality in a leader.

Of course, we have found it necessary to change many of our views about dependability. In high school physics, I was taught that, "all that goes up, must come down." Now, we are forced to change this to, "all that goes up, must come down unless it orbits."

A leader will find it advantageous to have clear-cut policies written down. Not that he will himself worship or demand that his followers worship a set of rules, but the written-out rules will help the assistants in making the decisions they must make.

The story is told that when Charles E. Wilson became Secretary of Defense and moved into his Pentagon office, he couldn't find anyone with any definite policy. One day, a secretary came in to say that an insurance salesman was waiting to see him. Secretary Wilson said: "Send him in!" The secretary said: "You don't really want to see an insurance salesman, do you?" Secretary Wilson said: "I certainly do. He's the only guy I've seen around here who has a definite policy."

In developing policies, a leader should keep in mind that they must be practical, as someone must carry them out and the problem does not end with the creation of a policy.

There is an old fable that goes something like this: "A centipede went to the wise old owl and complained of the gout. Each of his hundred legs hurt. What could it do? The owl thoughtfully advised the centipede to become a mouse. With four legs it would have only one twenty-fifth of its former amount of pain. The centipede concurred, but wanted to know how it could get to be a mouse. The old owl said: "Don't bother me with that. I only create policy around here!"

During World War I, when the submarine

menace was at its height, and everyone was seeking a solution to the submarine problem, Will Rogers was asked for his solution and he offered the suggestion that they boil the ocean. He was asked how to do that and he answered: "That's your problem. I have given you the solution."

The leader must be careful that the policies that he creates are workable even though they are delegated to someone else to carry out.

The leader's study of English will help him to express his policies clearly and effectively.

A leader must know his followers well. One of the most important outcomes of studying a foreign language is the knowledge about others that is obtained. We would have fewer problems in international relations if more of our leaders could talk with people of other countries in their native tongues. I know this from experience.

A few years ago, when the teachers of New Mexico had nominated me for the presidency of the National Educational Association, I made some rather loose statements because I never expected to be elected, and consequently, never expected to be called upon to make those promises good. I have often wondered if whether that is what happens with a lot of political promises that are made.

In the course of the campaign, I told the Executive Secretary of the Puerto Rico Teachers' Association that if I were elected, I was going to Puerto Rico and speak to his teachers in Spanish, which is their native tongue. I immediately forgot what I had said.

Following the announcement of my election as president, a reception was held to which most of the six or seven-thousand delegates came. To my surprise, there appeared in the line of people coming up to shake our hands, the Executive Secretary of the Puerto Rico Teachers' Association. He immediately reminded me of my promise and said they were expecting me.

Needless to say, I made good on the promise. I was not sure enough of my pronunciation and grammar to speak freely in Spanish, so I wrote my speech and translated it into Spanish. Then I had my high school Spanish teacher correct it, and I read it over to her several times to get my pronunciation as nearly perfect as possible.

The morning I delivered the speech, the auditorium was jammed with Puerto Rican teachers who had come to hear someone speak to them in their native language. It was a very enthusiastic group, and I was getting along fine, looking down

at my manuscript for an idea and then raising my eyes and expounding.

Just as I raised my eyes on one occasion, someone took a flashlight picture, and when I looked back at my manuscript, I could see nothing but the flashlight bulb. It seemed an eternity before my eyes would accommodate to the typewritten page, and I found it very difficult to ad lib in Spanish when one is not sure of himself.

Nevertheless, I got through the occasion very well and have never had a more enthusiastic reception. One of the teachers told Mrs. Miller, "When he spoke to us in our language, we took him to our hearts." They wanted to start a movement to re-elect me as president, a thing that has never been done. They did all this just because I spoke to them in their language. Since that time, whenever we attend an NEA meeting, the Puerto Rican delegation treats us as one of their own group.

I doubt that it is possible to overemphasize the importance in leadership of knowing the languages of the people whom we are trying to lead or to cooperate with.

Unfortunately, we Americans have long taken the view that everyone in the world should speak English in order to get along with us; and, with this attitude, we have not been interested in learning other languages.

It is true that educated people of the world do speak English. Mrs. Miller and I made a six-week trip through Europe, and on only one occasion did I find great need for a knowledge of a foreign language, although I am sure we would have learned much more about the people and made better friends with them had we been able to speak their languages.

One night, Mrs. Miller became ill in Rome. I went down to the lobby and asked the porter where there was a drugstore open at that hour of the night which was after midnight. He said there was only one drugstore open in the city at that time and it was on the other side of the city. I took a cab and went across to that drugstore; a trip that took about forty-five minutes. On arriving, I went in and asked the druggist for paregoric. He looked at me with a blank expression on his face. I repeated my request, and he asked if I spoke Italian. I said, "No." He asked if I spoke French. "No." German? "No." Then he threw up his hands in an expression of despair.

It seemed like a hopeless situation. Then I remembered my Spanish and I asked him if he could speak Spanish. He told me to ask him in

Spanish. I started to do it and then realized that I did not know the word for paregoric in Spanish.

I remembered that Arthur Godfrey had said that if you do not know a word in Spanish, just put an "el" in front of the English word and an "o" after it and say "el beero" and they bring you beer, or "el cigaro" and they bring you a cigar, so I said "el paregorico." His face lighted up, and he disappeared into his cubicle and appeared in a few minutes with a bottle labeled "Paregoric."

Academic subjects teach a person to think clearly and provide certain disciplines necessary to a leader.

Leaders must submit to a stricter discipline than is expected of others. Those who are first in place, must be first in merit.

It is not surprising to note that a great number of persons who have been acknowledged as leaders were people who themselves learned the art of obeying. The man who has not learned to render prompt and willing service to others, will find it difficult to win and keep control of his followers.

Young people who aspire to positions of leadership, would do themselves a favor by drilling themselves in facing disagreeable things. A philosopher advises all of us to do something occasionally for no other reason than that we would rather not do it. This is probably what Senator Norris Cotton of New Hampshire meant when he said: "There are a lot of grindstones around here in need of nose."

When you apply for a job after graduation, the personnel people will pay special attention to whether you showed evidence in school of having ability and willingness to accept responsibility.

A Club Supplements A Class

ARTHUR A. DELANEY
Memorial High School
New Hyde Park, New York

Of the many graduate courses taken by teachers in their eagerness to uphold and further professional competence, one pertaining to the administration of student activities should be mandatory.

One of the first topics treated during the initial session of such a course, grows out of the question, "Can a line be drawn between class

instruction and extracurricular activities?"

Silver Casbarra, Chairman of New Hyde Park's Industrial Arts Department, views the merging of class work with after-school activities as an attempt at educating the whole child. Casbarra's principle evolved not as much from his own studies of educational theory, as from the demands of enthusiastic students guided by a very skillful teacher.

Casbarra initiated a unit on boat building into his cabinet-making course. The entire class cooperated in the construction of a twelve-foot motor boat. Costing approximately one hundred and twenty-five dollars to build, the four-passenger red and white boat has a mahogany deck, can take up to a twenty-horsepower motor, and may be used to tow a water skier.

The forty-five minute class periods did not allow time for work to proceed quickly enough

to satisfy the ravenous sea-going appetite of Casbarra's "crew." Soon members of the class started staying after school to do further work. As the reader may surmise, a new extracurricular activity emerged from what was originally intended to be "just another teaching unit."

Since Casbarra first launched his unofficial activity, a surf sail boat, several pair of water skis, and a cat boat (which in looks is similar to a motor cycle) have been fabricated. Plans are presently being laid for the construction of a twenty-four foot cabin cruiser. As yet, no one has been able to solve the problem of individual ownership of projects made by a very cooperative student group. As Casbarra has reflected, "The projects are growing in size, but my shop isn't." Perhaps the birth of a new extracurricular activity—a boat sailing club—will solve Casbarra's thorny problem.

A really worthwhile club or organization grows out of a felt need. And it continues to develop for the same logical reason, slowly, solidly, and sensibly.

Diary Of An English Club Sponsor

DECEMBER 1, 1959, Norma, Sally, and Laurel stayed after school today to help me put up some travel posters of the English Lake country. They seemed to feel guilty because they had dropped out of the Dramatic Club, and needed to talk about it. It all boiled down to the fact that they had not been able to find anything they enjoyed doing in dramatics. Perhaps none of them is extroverted enough to really enjoy dramatics.

Sally said she wished she could find a club where she could enjoy the things she liked; ruefully, she added that she isn't good at anything. Laurel came to her defense immediately by saying that Sally is wonderful at making up stories to tell to children. Laurel's little brother pesters Sally all the time to tell him again the story of Skimpy, the mouse, who started National Cheese Week. Sally said scornfully that anyone can make up stories for children, and anyway you can't have a club for storytellers.

I commented mildly that Hans Christian Andersen and A. A. Milne had done pretty well for themselves in writing down the stories they made up for children. Sally said that she couldn't write her stories; she could only "make them up." Laurel said she liked "tall" stories like the Paul Bunyan tale we had read in class. Norma ven-

MARGARET S. AUGUSTINE
Carson City Junior High School
Carson City, Nevada

tured shyly that she liked the folk stories like the ones Jesse Stuart writes; she can't tell stories like Sally can, but she likes to write little stories.

The girls laughed among themselves and said they guessed you couldn't have a club with only three members. I said that if three is a crowd, perhaps three could be a club; however, there might be more people in the different classes who would be interested if they knew about it. Would one of the girls like to reserve time in the Home Room period to ask if anyone else would be interested in a Story Club?

Norma said she couldn't talk to a whole class, but Laurel and Sally said they wouldn't mind going to different rooms to ask about it, if Norma would help them outline what to say. I promised to make the arrangements. I tried to be as casual as they were, but I couldn't help feeling excited inside. Perhaps I was mostly amazed that Sally, who can't ever think of anything to write about, and whose compositions are dull and pedestrian, makes up children's stories about a mouse who starts National Cheese Week!

December 15, 1959. Sally and Laurel, with

Norma's help, talked to all the home rooms in the past two weeks about a Story Club. They didn't put on any pressure; just said they would like to start a story club, that I had agreed to sponsor it, and that the members could tell stories or write them or act them out, if they wished. Six youngsters came in to find out about it, and signed up.

I was most interested in Junior Mullins. He is so shy and seemingly only concerned about his chores on his father's farm. Yet he asked if the Story Club could include "space" fiction. I said "Why not bring that up in the organizational meeting? Space fiction is as interesting as tall stories or folk stories." Junior surprised me by saying that maybe it should be called a Liar's Club instead of a Story Club!

December 17, 1959. Laurel, Sally, and I went to the Student Council and presented a plan which all of us had worked out for a Story Club. It was approved, and a charter will be drawn up for it. I think we have gained another member from the Student Council. Kim Stewart, the treasurer, said he likes sports stories, and would there be a place for those? Sally and I said he should come to the first meeting and throw that idea into the hopper for discussion.

December 19, 1959. I'm exhausted after our organizational meeting. The Story Club is officially launched after much discussion. The purpose is rather loosely framed, but the first meeting was planned. Laurel was elected chairman, Norma is secretary. Sally agreed to tell a story she made up about Randy, the squirrel, who was afraid to jump from tree to tree as his mother wanted him to.

Junior Mullins said he would write out a "space" story he had been thinking about, and read it at the second meeting. Having Junior volunteer to read anything to a group is something of an event, but I think he feels comfortable in this small group.

January 21, 1960. Our first regular meeting was held today. Sally told her mouse story, but said afterward it didn't seem good to her, telling it to teen-agers. She does it better when she tells it to the children with whom she baby-sits. I said perhaps Miss Grace would like Sally to tell some of her stories to the kindergarten. Sally's face just glowed.

Junior Mullins said he will read his "space" story next month; he thinks we should have two stories at each meeting. Kim Stewart said he would write a sport story, and the two boys will cooperate in putting on the program. We had

two more recruits today; they came to listen, but apparently decided to stay.

February 21, 1960. Our second meeting was more smooth. Laurel conducted the meeting more confidently; Norma's minutes were beautifully done, and her voice didn't tremble as she read them, as it usually does when she reads in class.

The boys' stories were interesting, and Junior's displayed a sense of humor I never dreamed he had. Everyone is so accepting of each other's efforts, and they seemed to enjoy just creating stories without any resulting criticism of them as literary efforts.

Next month Laurel and Susie Dietrick are going to put on a skit they are writing—some "tall" story they have been giggling about for the past week. I must say I am enjoying this as much as the members do.

March 18, 1960. The Story Club today was asked to put on an assembly program in May. The request set up such a flurry! They felt that they had not been organized long enough to put on a program. At the same time, they were so proud to be recognized, since they are the newest school club. They finally asked Miss Grace if they could borrow some of the kindergarten children, and have Sally tell one of her mouse stories to the children as part of the program. Kim Stewart thought that he and the rest of the group could work out a skit, a sort of story about the Story Club.

April 21, 1960. We used our club meeting time today to work on our May assembly program. It seems pretty rough to me, but perhaps enthusiasm will compensate for polish.

May 19, 1960. The Story Club put on the assembly program today, and really made a hit. The kindergarten children were darling, and they certainly did not have to fake their interest in Sally's story. Not only that, but all their mothers showed up too, to see their darlings and hear Sally's story. I think the mothers got a good idea of assembly programs, also. There has been quite a change since their high school days.

The student body enjoyed the humor of Junior and Kim's skit. I'm sure it gave those two boys more "status" in their group.

I'm hoping that the success of the program will not give anyone the idea of turning the Story Club into another kind of Dramatic Club. It has been a real outlet for the creative urge that these youngsters have had, and have not expressed until now in their normal classroom activity. The principal suggested to me that the club should

perhaps be called a Creative Writing Club, but I am afraid it would scare off some of the youngsters who are having fun "just making up stories."

I think that I will not worry about that now. Several more youngsters have asked about joining

the club next year. There has been some talk about publishing the favorite stories in a mimeographed edition for the members and anyone else who wants a copy. We'll need a treasurer then. Who knows where this all will end?

"To the Grand Old Man of the Participation Movement—Richard Welling"—so runs the dedication of the book, THE STUDENT COUNCIL (McKown). Who was Richard Welling?

Richard Welling and the National Self Government Committee

ACTIVE PARTICIPATION BY STUDENTS in the life of their school through student councils and other extracurricular activities rouses little comment today. Not only do student organizations flourish throughout the nation, but local, regional and state associations of student councils further their development in almost every state. Workshops, conventions and consultations nourish the movement, serving as the bread and butter of persons interested in student government. But such activity and concern have not always existed. Not so many years ago student self-government was almost unknown in the schools; an understanding of the democratic process was supposed to flower full bloom, somehow, as if by magic, when a person became old enough to vote. Not so long ago few realized that the only way to prepare for a constructive part in our society is to take an ever more active part in small groups that do not merely theorize, but actually practice democracy.

One of the most colorful pioneers in the fight to have democracy practiced as well as preached in the schools was Richard Welling. Born in 1858 in New England, he spent his life as an attorney in New York City concerned with a never-ending variety of social problems and public issues. Serving as a naval officer both in 1899 and 1917, this horseman, tennis-player, director of two major orchestra boards and two societies in the world of art was challenged by the need for political reform in a city run by the old and infamous Tammany Hall. But Richard Welling, an idealist, was a realist as well. Undaunted by disappointments, he analyzed them and the continued successes of irresponsible political leaders and came to the conclusion that reform can only be successful if the citizenry really understand how democracy

DONALD H. ELLIOTT
*Director, National Self Government
Committee*
New York City, New York

could work. He soon came to believe that only if tomorrow's citizens learn how to live in a democracy and accept its responsibilities can our political institutions be profoundly improved. The excitement of periodic elections and the promises and platitudes of campaign oratory are not sufficient to assure that government works for the general welfare. Yet all too often Welling found that the "schools were merely teaching the form of government, neglecting the task laid down by the Founders of the Republic to secure an alert citizenship armed with knowledge and a sense of responsibility."

In 1903 at the invitation of President Eliot of Harvard, Richard Welling addressed the National Education Association at a meeting in Boston, maintaining that "students should share in the government of their own schools." This was revolutionary doctrine in 1903. We are still learning today how acute is the insight behind it.

In 1904 Richard Welling organized the National Self Government Committee which later adopted as its motto: "To develop the alert citizens needed in a democracy by practice in schools, colleges and other youth groups." He wanted youth groups to serve as living laboratories of democracy, so that the habits of true democratic living would become as much a part of the students' mental equipment as the multiplication tables.

*Welling, Richard, "As the Twig Is Bent," Putnam's, New York, 1942, p. 54.

The battle for student government was a long one in the New York City schools, but Welling and his Committee, aided by other leading citizens, gave the city officials no rest. Richard Welling's pamphlet, "Civics As It Should Be Taught" (which has since been printed in 12 editions, a total of 28,000 copies) created a sensation. It was the effect of this pamphlet, published following the Seabury investigation in 1932, that resulted in the use of the term "political boss" in the only civics textbook then used in the New York City schools. Ultimately the Committee achieved a redirection of the social studies courses to include emphasis on social responsibility and more pupil participation.

As in high schools, Welling pressed for the development of student government in colleges, including some successful programs at Princeton and Harvard. And he worked with youth groups outside of educational institutions. In 1932 he helped found the Boys Brotherhood Republic, still the only self-governing boys' club in the City of New York. At their City Hall in a converted tenement at 290 East Third Street three generations of boys have found the excitement of electing their own officers in a municipal form of government and making their own laws and accepting full responsibility for *their* program, *their* building and *their* civic rights and duties.

Mr. Welling also continued his efforts at reform at the governmental level. In 1937 he instituted a successful proceeding to prevent an illegal pension grant to former Mayor Jimmy Walker, and in 1944 he obtained a court ruling establishing the broad principle that civil service appointments are ineffective until approved by the Civil Service Commission. This invalidated promotions of deputy fire chiefs effected through budget manipulations.

In 1946, at the age of eighty-eight, Richard Welling died. But his influence in the fight for democracy did not die with him. Not only does his memory continue to inspire us, but he left his entire residuary estate to the National Self Government Committee, so that the Work might go on. The Committee, which during his life had served as an information center for thousands of teachers and students throughout the nation, distributed hundreds of thousands of pamphlets, newsletters and leaflets, and arranged for a great number of speeches and lectures, was reconstituted, thanks to his generosity and the support of a few others who admired the way he got to fundamentals and applied them.

Since 1946 the Committee has followed the basic purpose of its founder, and its activities have expanded. A few typical examples must suffice.

National Self Government Committee sponsored a series of conferences of student leaders from public, private and parochial high schools in New York City. These conferences have provided perhaps the only place where students from diverse schools can meet and discuss common problems. The students assumed full responsibility for the planning and implementation of these conferences. Adult advisers and former conference leaders were available as consultants when called upon. The conferences considered the whole spectrum of student government and organization activities and problems. One of the most stimulating, a two-day institute of practical politics, was held during a mayoralty election, with the participation of real candidates.

The Committee has also supported leadership conferences within the City school system, held annually over a weekend in the fall at a camp center where the student leaders meet and discuss programs for the coming year. On a broader geographical base the Committee assisted the New York State Association of Student Councils when it was organized. On the graduate school level, the Committee made a grant in conjunction with the late Chief Justice of New Jersey, Arthur T. Vanderbilt, and the Citizenship Clearing House to a senior law student at New York University. The resulting survey of student government in American Law schools has proved both useful and stimulating.

Problems of self government directly related to the schools have not exhausted the resources of this group nor the ideas of its founder. The National Self Government Committee sponsored an exhaustive pilot study by New York University to establish and evaluate autonomous junior citizenship councils in the New York Area. Fellowships are awarded each year to outstanding student leaders at Brandeis and Howard Universities.

In 1958 the National Self Government Committee celebrated the centennial of Richard Welling's birth. The causes for which he worked and his ideals are as relevant today as they have ever been. The Committee is adding to the vision of its founder the enthusiasm of this generation so that democracy may ever be better understood and more adequately practiced.

The public is demanding a cleanup of labor practices. How can this best be done? Debaters will thresh out this important economic issue which is now explosively political.

"Should Federal Control of Labor Unions Be Substantially Increased?"

FOLLOWING THE REVELATION of certain irregularities in the management of labor unions by the Senate Committee on Improper Activities in the Labor or Management Fields, headed by Senator John McClellan, many thinking Americans have been asking if we have a strong enough system of labor control in this country. These people are asking if the people of the United States should not call upon the federal government to increase substantially its regulation of labor unions.

At the present time the federal law that controls labor unions is the Labor-Management Relations Act of 1947, more popularly known as the Taft-Hartley Act. While this law has been fairly successful in controlling labor unions, the "Senate Rackets Committee" has pointed out many irregularities in the way labor leaders are handling their trust. Evidence has been provided by this committee to show that some labor leaders are really "gangsters" who have gone over from their pursuits in the old Prohibition days to the now profitable occupation of leading labor unions. This committee also reports that some of the welfare funds that should be used by unions to provide for the needs of their members in sickness or in old age have been diverted to other uses by certain corrupt labor leaders.

When the committee attempted to find out just what was going on in labor unions today, many leaders took the protection of the Fifth Amendment rather than to testify. If there is really nothing wrong with the leaders of American labor, why do they so often resort to the Fifth Amendment rather than answer the questions of the committee? True, there may be nothing wrong with their actions, but when they refuse to testify we are forced to wonder if all is right in the American labor movement.

Many critics of the way at least some labor unions are operated have been very vocal in their attacks upon labor leaders. A survey of newspaper stories and magazine articles for the last year upon labor problems will show that this is not a problem that will have an easy solution. It

HAROLD E. GIBSON
Illinois State Normal University
Normal, Illinois

also is not a problem that will be solved in a short period of time. It is a basic problem in American life today, one that will be with us for a long time, one that must be solved if the American economy is to continue to grow.

The importance of the debate question that has been selected for the high schools of the United States for the coming school year should not be underestimated by either the debaters or the general public. The people are beginning to ask questions about American labor unions and they will demand some straight answers.

The people will not be pacified by generalities that point out that we have the highest standard of living in the world, and that business has been experiencing its greatest period of prosperity that we have ever known. The people have reached the point where they will demand answers that will solve the many evils that have been exposed in the American labor movement.

During the present high school debate season debaters will be discussing: "What Policy in Labor-Management Relations Will Best Serve the People of the United States?" During the first semester debaters will discuss three different proposed answers to the general topic mentioned above.

Early in January, 1960, the specific debate topic to be debated during the remainder of the school year will be announced. This article will deal with only one of the possible final selections regarding the best way to control labor unions. The exact problem to be discussed in this article is that of having the federal government substantially increase its regulation of labor unions.

Although we cannot predict just what the final debate question will be, we do know that it will be one of the following three topics:

RESOLVED: That the Federal Government Should Substantially Increase Its Regulation of Labor Unions.

RESOLVED: That Section 14 (b) of the Na-

tional Labor Relations Act Should Be Repealed, and

RESOLVED: That the Federal Government Should Require Arbitration of Labor Disputes in All Basic Industries.

Since we know the three topics from which the final selection will be made, we will present three articles in *SCHOOL ACTIVITIES* magazine pointing out the strengths and weaknesses of each topic. This article will deal with the problem of substantially increasing federal regulation of labor unions.

In order to give debaters an idea of the possibilities of this particular debate question, we will include a set of definitions of the terms of the topic.

"THE FEDERAL GOVERNMENT"—By the term *the federal government* we mean the government of the United States acting through its legally elected representatives in the Congress. Any legislation that increases the regulation of all labor unions in all parts of the United States must be enacted by the Congress since under the Constitution the right to make such laws is vested in the Congress. When such a law is enacted by the Congress, it will be administered by the executive branch of the government which is headed by the President.

Taking this term in its proper relationship to the entire debate topic, we see that it means that the Congress shall enact legislation necessary to increase federal regulation of labor unions. This means that federal regulation must be substantially increased over present federal regulation. This does not mean that the substantially increased federal regulation of labor unions must of necessity be more stringent than some existing state regulations over labor unions.

"SHOULD"—The term *should* implies that the affirmative team must show that a substantial increase in the regulation of labor unions by the federal government is either desirable or necessary or both at the present time, and that this increased regulation should remain on the statute books in the future. It is not necessary for the affirmative to prove that this change will actually come about. The task of the affirmative is to show that the change *should* be made.

"SUBSTANTIALLY INCREASE"—The word *increase* means to make greater or more powerful. When we add the word *substantially*, we qualify this increase to mean a real or an important in-

crease in federal regulation of labor unions. When we take these two terms, we find that the affirmative must advocate an important strengthening of federal regulation of labor unions and not merely a small increase over existing regulations.

"ITS REGULATION"—The term *its regulation* means the control by rule of labor unions by the federal government. The rules for controlling labor unions would be federal laws similar to the Taft-Hartley Act. The word *its* refers to the federal government acting through the Congress.

"LABOR UNIONS"—*Labor unions* are any and all associations of organized workmen, skilled, unskilled, professional or otherwise that have been formed for the purpose of furthering their common interests. It makes no difference what the purpose of the union happens to be. This question calls for a substantial increase in federal regulation of labor unions regardless of their purpose and regardless of their present strength.

This debate question does not specifically call for federal regulation of a more stringent variety for all labor unions, but it is implied that all labor unions shall be included. It would be a mistake for the affirmative to attempt to argue that this question calls for a substantial increase in federal regulation of only those unions in the basic industries. It would also be a mistake for the affirmative to attempt to argue that this question calls merely for increased regulation of those unions that have corrupt leadership.

INTERPRETING THE DEBATE QUESTION . . .

Before the debater begins to prepare his debate speech, he should understand some of the implications of the debate topic and should have a clear plan of attacking the arguments of his opponents. Every debater should understand the methods of attack that are open to his side of the case, and also have a knowledge of those that are open to his opponents. In this section of this article we will attempt to give some of the vital problems that will arise regarding this debate question, and an attempt will be made to interpret these problems for prospective debaters.

When debating this question must the affirmative advocate a federal type of right-to-work law that would outlaw the union shop (in which a worker is required to join a union within a month after accepting employment) throughout the United States?

In the presentation of their case favoring sub-

stantially increased federal regulation of labor unions the affirmative does not of necessity have to propose a federal law similar to the present state right-to-work laws. The affirmative may, if they care to do so, advocate such a federal law, but they do not have to do so. It is easily possible to substantially increase federal regulations of labor unions without imposing a federal right-to-work law.

There are numerous ways that the federal government can substantially increase its regulation of labor unions without banning the union shop through federal right-to-work laws. The federal government might demand greater fiscal accounting of union funds by enacting legislation forcing the publishing of all financial transactions of all unions. More stringent laws might be enacted regarding union elections and activities. Unions might be made liable for damages encountered by employers during illegal strikes. Any one of these measures could be considered as being a substantial increase in federal regulation of labor unions.

Would it be fair to say that labor unions would be opposed to more stringent regulation of labor unions by the federal government even if it is apparent that such action is necessary to protect the rights of the general public?

It is safe to say that organized labor would be opposed to almost any attempt by either the state or the federal government to enact more stringent regulation of union activities. Labor has the feeling that its problems are matters to be settled between the workers and the employers, and that there is little that the general public can do to bring about an effective settlement of labor problems. Labor is very sensitive to the reactions of the public when strikes are called, but labor unions do not wish to have the federal government enact legislation that will increase governmental regulation of unions.

Could the federal government substantially increase its regulation of labor unions and still allow the states to enact right-to-work laws that make the union shop illegal? In other words, could the states be given the right to enact even more stringent laws regarding labor than the federal government enacts under the affirmative proposal?

If we debate that the federal government should substantially increase its regulation of labor unions, it would be possible for the federal

government to increase its regulation of labor unions and still allow the states to exercise additional regulatory powers. When we are debating the question of increased federal regulation of labor unions, it does not follow that this means that federal regulations must take over all state control of labor unions.

A substantial increase in federal regulation of labor unions might take a form very much different from the present state right-to-work laws. In fact, the federal government might increase its regulation of labor unions by requiring a better system of reporting income and expenditures of unions. This would leave opportunity to allow the states to determine whether they favor a union shop type of organization in their particular state.

What is the duty of the negative team when they are arguing that the federal government should not substantially increase its regulation of labor unions?

When debating this question all that the negative debaters have to do is prove that the affirmative proposal should not be adopted. Because of the wording of this debate question, the negative debaters are not called upon to propose and defend any change from the present system of labor control.

The most simple line of attack for the negative to defend is the status quo in the regulation of labor. The negative can simply take the stand that they are opposed to a substantial increase in the regulation of labor by the federal government. In order to do this, they must show that there is no need for a change to the affirmative plan or that the affirmative plan has so many shortcomings that it would not be wise to adopt it.

In many debates the negative side proposes a "counter proposal" as their method of attack. Can a "counter proposal" be used when debating this question by the negative debaters?

It would be perfectly possible for the negative debaters to propose and defend a counter proposal when discussing this debate question. The negative could establish their case that the federal government should not substantially increase its regulation of labor unions by the "counter proposal" method. They might propose and defend a substantial increase in labor regulation by the state governments. This would not be the same proposal that the affirmative is forced to defend. There are several types of "counter pro-

posals" that are open to the negative in this debate.

It is a common statement that the burden of proof in a debate always rests with the affirmative. Is there ever a time when the burden of proof is with the negative?

The burden of proving a need for a change from the present system and of proving that the affirmative plan is the one that should be adopted rests with the affirmative. This is called the burden of proof.

If the negative presents a "counter proposal," they admit that there is a need for a change away from the existing system and then they present a proposal to counter that of the affirmative. When the negative proposes a "counter proposal," after admitting the need for a change, they assume a burden of proving that their proposal is better than that of the affirmative.

What happens when a negative team presents what is called a "pure negative case?"

A negative team presents a "pure negative case" when they meet the arguments of the affirmative by attempting to disprove them. The negative may elect to prove that there is no need for a change from the existing system of labor regulation. If they can prove that there is no need for a change, then the remaining arguments of the affirmative will be useless.

The negative may admit a need for a change from the present system of labor regulation, but then attack the affirmative proposal as not being what we need. When this is done, they do not present a plan to correct existing conditions but they do show that the affirmative proposal is not one that should be adopted.

It is often asked whether the "counter proposal" or the "pure negative case" system of presenting the negative side of the case is the most effective. It is impossible to give an answer that will hold true for all debate questions. It should be pointed out, however, that many of our most effective debaters tend to favor the "pure negative case" system because they do not have to assume the burden of proving that their "counter proposal" is superior to the affirmative plan. If the "pure negative case" is used, all of the time of the negative can be used in attacking the proposals of the affirmative.

From a political point of view can it be said that these proposals to increase federal regulation

of labor unions are the brainchild of the Republican or the Democrat party?

During the last quarter of a century the two major political parties have taken rather strong positions regarding labor. The Republicans have been somewhat unfriendly to labor and the Democrats have been known as the friends of labor. It was in 1947, during the first Congress that the Republicans were in power following the landslide of 1932, that the Taft-Hartley Act was passed. From 1933 to 1947 the Democrats had been in power and most of their legislation had favored labor. At the very first opportunity the Republicans passed legislation regulating labor and management that was not as favorable to labor as the old Democrat laws had been.

We are debating that the federal government should substantially increase its regulation of labor unions. Does this mean that all control over labor would be taken over by the federal government, or could state and local regulation also be increased?

When we are debating the question calling for an increase in federal regulation of labor unions, the affirmative have the right to claim that this increase does not mean that labor unions cannot also be regulated by state and local governments. About the only control that would be made over state control of labor unions is a federal law that directly gives control over certain problems to the federal government, and denies such control to the states.

In this debate the affirmative could argue for increased federal regulation of labor unions and also advocate that state governments exercise additional powers of regulation if they find such controls are necessary or desirable.

Many workers and labor leaders feel that the right to strike is as important to organized labor as the Bill of Rights in the Constitution is to the American citizen. Will organized labor be in favor of giving up its right to strike for a system that makes compulsory arbitration the law of the land?

It is doubtful if organized labor, and especially the leaders of labor unions, will favor the adoption of a system of compulsory arbitration in labor disputes in all industries. In this debate, however, the desires of both labor and labor leaders are not the only ones that must be taken into consideration. We must also consider the desires of management and since we are discussing

all industries, the general public must be given consideration. It will be granted that organized labor may be opposed to a plan of compulsory arbitration, but it must be pointed out that this system might be adopted because it will be best for the entire country.

It is doubtful if any system of regulation of labor can be found that will have the full support of organized labor. If any system of regulation is developed in all probability it will have to be forced on organized labor by federal or state law. Labor has not been too successful in cleaning up its own house in its recent drive to get rid of corrupt labor leaders.

In 1953 labor unions started a drive for new

members. In spite of the fact that unions spent millions of dollars on membership drives, total union membership has advanced very little during the last six years. Is there any reason for increased regulation of labor unions if they are not increasing in membership?

Perhaps organized labor has reached a point where membership is so high that we can expect little growth in the future. If this is the case, we can say they may have reached their full growth, but this does not mean that they do not need increased regulation. In recent times we have seen that certain labor practices are detrimental to the general public and that there is a need for increased labor union regulation.

It is regrettable that in American schools very few provisions are made for teaching boys the responsibilities of home-making. Here is one method of starting interest in this direction.

A Proposal For a Home Economics Service Club

SO MANY HIGH SCHOOL STUDENTS MARRY before or just after graduation unprepared to take on the responsibility of a home. Girls are usually required to take courses in home economics, but they seldom have a chance to practice what they learn. Many dislike these classes so much that they seem a waste of time. A Home Economics Club, open to both boys and girls, would give each of them an opportunity to practice and enjoy home economic principles together.

VALUES OF THE HOME ECONOMICS SERVICE CLUB

1. Boys and girls would have a chance to work together in a club.
2. Home economics classes are generally open only to girls. Boys need to learn a few of the basic principles also.
3. Home economics classes can become a bore (speaking from experience) and need to be supplemented by a club to hold the students' interest.
4. All schools need a service organization of this kind.
5. Not all students have room in their curriculum to take home economics. Through this they could learn some of the principles.

JOAN HUMPHREY
University of Nevada
Reno, Nevada

6. There is need for closer relationships between the faculty and students. This can be gained through the club.
7. The cafeteria could improve through student advice, well organized and thought out.
8. Much could be learned through speakers who are invited to meetings.
9. Students can learn to save by making their own clothes and doing their own cooking, etc.
10. The club can organize, promote, and handle many activities for the community.
11. Refreshments for various club meetings, assemblies, dances, etc. can be well organized by the club.

Name. The name should appeal to both boys and girls in order to get a maximum of participation and enthusiasm from the students. A suggestion might be: The "S" Club, which would stand for such things as: Serve, Sew, Save, Shop, Sell, and Show.

Membership Requirements. There should be no special requirements for membership except

average marks and "in good standing." No more than four unexcused absences during the year should be accepted for active membership in the club.

Officers and Committees. The usual officers, President, Vice-president, Secretary, and Treasurer would be elected by the group. The chairmen of committees, such as Publicity, Program, Project, Social, Assembly, etc., would be appointed by the President following a survey of the members' particular interests and abilities. Both permanent and temporary committees are advisable.

Sponsors. The home economics and agriculture or shop teachers would be likely sponsors. However, any teacher particularly interested in the club would be desirable.

Dues. No dues or fines should be assessed. All work should be done on a volunteer basis as a service to the school, faculty and students. Small amounts of money might be needed for food and various materials. This could be raised by the students' money-making projects or by each student giving a small amount to the cause. The school should provide food or other necessary equipment for all-school functions.

Meetings. The Club should meet at least every other week and more often if necessary. A good meeting place might be the school cafeteria. Here they would have plenty of room and the facilities to carry on many of the proposed projects. In the morning, before classes start, might be a good time to meet. This way any projects to be carried on during the day could be prepared for beforehand. This matter of period could be decided and arranged according to the school and the schedules of the students.

Suggested Activities

1. Have a tea for the faculty once a semester.
2. Help other school clubs plan refreshments for their meetings.
3. Plan and serve refreshments for various school functions such as dances, assemblies, football games, etc.
4. Make menu suggestions for the school cafeteria.
5. Organize own camping trips or "cook-outs."
6. Have a cookie or cake sale in the school.
7. Put on a fashion show at the beginning of the year showing what should be worn to class and the different school functions. This could be done by wearing their own clothes.
8. Girls could sew for underprivileged children.
9. Boys could make toys for the underprivileged.
10. Much of their handiwork could be sold as a money-making project.
11. Help the drama department with costumes and props.
12. Help plan and work for Freshman Week.
13. Invite faculty members to speak at meetings on subjects of particular interest, such as "Manners on Dating," "Cooking Methods," "Buying Furniture," "Insurance," "Shopping for a Home," "Installment Buying," etc.

With careful planning and cooperation of both faculty and students, this club could be of great value to the school. There is a great need for services of this kind in high schools all over the country.

A Code for Discussion-Group Members

Codes and creeds have been found valuable in personal, educational, religious, professional, and vocational affairs. Why not a code or creed such as the following for members of a discussion group—student council, class cabinet, committee, staff, or other cooperative body?

Recognizing and accepting my responsibility as a member of this body I will help myself and my group to:

1. Define and analyze goals, problems, and routines.
2. Set standards of interest and participation.
3. Listen intelligently, tolerantly, and impersonally.
4. Respect the rights, privileges, opinions, and personalities of all.
5. Give proper recognition and credit for ideas, opinions, facts, and other contributions.
6. Participate simply, clearly, sincerely, and tactfully.
7. Avoid all name-calling, angry disputation, and ridiculing.
8. Evaluate all contributions and conclusions fairly and honestly.
9. Stick closely to the subject or point at hand.

10. Change topics, emphases, and procedures where necessary.
11. Organize, review, and summarize all deliberations.
12. Arrive at conclusions, decisions, and solutions unhurriedly.

FURTHER, I will not hesitate to change my opinion or position if this seems justifiable, recognizing that such change, far from always being a sign of weakness, often is a sign of strength of character.

How does one prepare for participation in a TV program? What does he wear? How does he act? Because a great many students and teachers now appear on TV programs, answers to these and similar questions are quite in order.

You're On the Air

STUDENTS SHOULD WEAR SCHOOL CLOTHES—NOT church or party clothes. Be sure that this is made clear from the beginning, before a proud mother has made other more elaborate plans for her child. Work closely with parents on the matter of dress for television. There always is a natural tendency on the part of parents to want their children "dressed to the hilt" for television performances.

Plain colors show up better than brightly-colored clothing, since many bulletin board materials and blackboard work examples will be used on classroom programs. Flashy clothing distracts from other visual aids and from the subjects being presented by the children. Performers should avoid dressing in clothing too light or too dark. Medium shades are best for television. Although some studios no longer simply forbid wearing black and white separately or together, such costuming usually provides too great a contrast and results in a "burned in" image which stays on a camera tube to superimpose over the next scene photographed. So off-white shirts, often a pale "television" blue, will cause less trouble and look whiter than white shirts. Light-colored dresses are more becoming to most girls than are dark dresses. Pastel colors are safest for television costuming. In choosing clothing, however, keep in mind that the focus should be on the individual and not on his clothes.

Avoid wearing shiny jewelry that tends to sparkle under light. Rhinestones and polished silver are particularly bad, but sometimes plastics, colored stones, and dull silver or gold are acceptable. Dangle earrings distract.

ROBERT C. GLAZIER
Springfield Public Schools
Springfield, Missouri

If the performer wears glasses, by all means he should wear them on television. Most studios have learned to light the set so as to avoid glare on all types of glasses.

Make-up, once a necessity in television, rapidly is becoming a mere formality. Don't put extra make-up on performers. That is, if the performer normally wears make-up, he should wear it for television.

Students when appearing as students should not be made up. In most studios, conditions are far more like they are in the classroom than like they would be on the school auditorium stage. Television is a more intimate medium than the stage, and a small boy wearing lipstick on the stage will look like a small boy without lipstick but a small boy wearing lipstick on television will look like a small boy wearing lipstick.

In cases of panel discussion or other programs, in which adults will be shown in extreme closeups often, avoidance of flashy jewelry and contrasting black or white clothing is most important. Make-up becomes more important in such telecasts, so follow the advice of studio personnel on these programs. Generally, though, women should wear regular evening make-up—with a bit darker shade of face powder if their complexion is quite light and medium brown eye make-up if eyebrows and eyelashes are extremely light. Men should not wear make-up unless plagued with "five-o'clock shadow" in which case the face should be powdered down with a flesh-colored powder which probably will be available at the studio.

Again, be sure to check with studio personnel.

(Ed. Note. This is an excerpt from RADIO & TV PRODUCTION HANDBOOK written by Mr. Glazier for the Press & Radio Division of the National Education Association, copyrighted and for sale by this organization. Mr. Glazier is Director of Public Information of the Springfield Public Schools.)



This shows a part of the presentation by student leaders of Springfield's three senior high schools on the subject of brotherhood and American ideals. In addition to these two sets, representing a living room and kitchen, other students performed in scenes authentically representing a front entrance to a school and a classroom interior.

Most technicians recommend too little make-up rather than too much for best appearance on television.

The performer's attitude will show, too, on television. If the performer shows signs of nervousness before the program, don't worry about it . . . as that is merely par for the course. Even the most skilled performers are susceptible to pre-program jitters. But whatever you do, **DON'T** say anything about nervousness to the students who will participate on the program. (It also might be well to get word to parents, suggesting that they **NOT** ask their children: "Well, are you nervous yet?" just before the program.) You see, most students will be completely immune from any sign of pre-program jitters—providing some adult doesn't provide them with a good case through suggestion.

But if performers still are bothered by pre-program nervousness when they enter the studio,

they may relax their throat muscles by yawning or stretching.

Once on camera, however, performers should avoid unconscious gestures such as ear-pulling, nose-scratching, thumb-twiddling, or finger-drumming. Performers also should be sure to keep planned gestures for illustrative purposes close to the body. Performers should not extend arms suddenly, lest they shoot completely out of the medium close-up picture the cameraman has on at the moment.

Keep good postures in mind whether seated or standing.

Watch for the boundaries of the working area or set, don't wander off the set where the cameraman is faced with the dilemma of not having you in the picture at all or having in the background some "dead" set left over from the preceding program.

Be kind to the technicians, too, by avoiding

"sudden movements." Move slowly and decisively and in a relaxed manner. Particularly be on guard against abrupt rising from the seated position . . . you may hit your head on the microphone! Move slowly, and it will move with you. When possible, "telegraph" each movement . . . don't do the totally unexpected. If you plan for yourself or someone else on camera to jump up to touch a basketball goal or something else on the set, advise the studio crew in advance.

Be careful not to watch the microphone boom come in on you, or move away. Since technicians try so hard to keep the audience from ever seeing any of the televising equipment, don't give them away by staring up at the microphone boom as it circles in for position on your set. Viewers are very distracted from watching you watch something they cannot see. Advise pupils not to watch the microphone but rather to ignore it.

Try never to look at the monitor set although it will be tempting to watch yourself on television.

The monitor set is a deadly temptation for young performers. Be sure that students mature enough to avoid the pitfall are forewarned, and arrange for the monitor set to be pointed away from the set if students are too immature to be disciplined against viewing themselves. Not only is watching one's self on the monitor bad TV etiquette and distracting to viewers, but it can throw an amateur performer into a tailspin faster than any other distraction in the studio.

Avoid watching technicians in the studio. In fact, most school system television producers clear the studio of all visitors in order to help pupils do a better performance on camera. Parents present in the studio can render a well-planned program quite ineffective because of the tendency of pupils to "freeze up" while being the object of proud parental staring.

Any participant must learn to concentrate in the television studio to the exclusion of all the many distractions.

A participant should concentrate either (1) upon the camera which is "live" at the moment, if the program is a performer-to-audience type of situation, or (2) upon fellow participants to whom he is talking or listening. It is important to have this decision pre-arranged for all participants. Don't leave this to chance, because it is important to the effectiveness of the program.

If yours is an "into the camera" performance, focus all of your attention upon the live camera which you are addressing and talk right to it. *Television is intimate, so don't preach or talk as*

though you were talking to a large audience. Although there may be thousands of viewers watching you, think only of the one person sitting in his living room since your message is being received by individuals. Think of your talk as being in the form of a visit into a friend's living room. Be informal and friendly. In rehearsing your part at home, don't talk into a mirror or to some member of the family . . . but instead talk to a box or a chair or some other object as the television camera.

Look just above the lens on the camera when talking to it, and be sure to talk to the "live" camera—which can easily be detected from a "dead" one by the two shining red lights on it. When these lights go out, they will go on immediately on another camera in the room, so merely turn your glance gradually to the other camera as though someone you were visiting with has moved across the room.

If your performance is to be one in which the camera is to be ignored . . . **IGNORE IT COMPLETELY.** Remember to give your undivided attention to the group of participants with whom you are appearing on camera. When two or more persons are chatting on television, it is far more effective in most cases for them to look at one another than to each address the other by looking away from them and into the camera. *A good rule is: When you are talking to someone on the set, look at them and talk to them. When you are talking to the viewing audience, look into the "live" camera and talk to it as though it were a person (not a group).*

Watch the director as your program nears the conclusion, but do it quite slyly and out of one corner of your eye or when you are off camera. He will give you finger cues showing the number of minutes remaining. If he crosses one finger with another finger on his hand, it means that only 30 seconds of time remains. If he motions as though he were pulling taffy, it means you need to stretch the program out longer. If he motions like he is cranking up an old model automobile, it means that you need to rush along or wind up the program quickly. When he motions like he is cutting his throat with his finger, it means the show must be cut off quickly.

After your show is concluded, stay in place quietly until the producer instructs you to come off the set. When you do come off, beware of live cameras which may have been directed toward another set in the same studio for the next program. Be quiet until you are outside the studio.

Student Publication Accounting

LAURENCE R. CAMPBELL
Dean School of Journalism
Florida State University
Tallahassee, Florida

Every student publication is a small business. And why do many small business firms fail? J. K. Lasser in *How to Run a Small Business* says that almost one-third kept no financial records and one-fourth kept inadequate records.

What are adequate records? Surely every school publication staff should be able to show from what source every penny of money came and how every penny was spent. As Grant M. Hyde suggests in *Journalistic Writing*, there should be "no loop-hole for dishonesty, graft, or rake-off to tempt the one who handles other people's money."

The business staff should have a treasurer, Hyde believes, to keep accounts and handle money. A system of books should be installed and they should be audited. Everything should be in writing, he insists, for oral orders and understandings or arrangements may be forgotten or confused.

Frequently the teacher of business and commercial subjects may suggest an appropriate accounting system for the school publication. In fact, he may have a student who would enjoy the experience of keeping the publication books and at the same time serving on the publication staff.

Only three permanent records are essential, Spears and Lawshe advise in *High-School Journalism*. They suggest an accounts-payable ledger, an accounts-receivable ledger, and a "special type of cash journal." The ledgers should have three money columns.

The accounts-payable ledger is simply a ledger in which the publication records the accounts it has to pay. Each account may be numbered and given a separate page, Spears and Lawshe suggest. They recommend that column one be used to record "money paid to the firm or credits given by it;" the second column to enter the cost of goods or services; the third column to state the current balance.

Similarly the accounts-receivable ledger deals with accounts from which money may be received—chiefly from advertisers, each of whom should have a separate page. Yearbook business staffs may have accounts with classes, clubs, and organizations which buy space. The debit column

should be used for charges against the account, the second or credit column for money received, and the third column for the balance.

The cash journal, report Spears and Lawshe, should record: (1) The amount of receipts; (2) The general source of receipts; (3) The amount of expenditures; (4) Goods or services for which the expenditure was made; (5) The balance.

Receipts should be issued for every cent of money received from whatever source it is received. The subscription salesman or advertising salesman who turns in the money should receive a receipt. The duplicate should be kept in the files of the publication's bookkeeper or treasurer.

All money received should be deposited promptly. In some instances the publication may have an account with a local bank; in others, it will deposit its money with the school clerk or treasurer in charge of the student activity accounting system. The deposit slip should indicate whether currency, silver, or checks were deposited and it should be kept in the publication's business files. Then an entry may be made in the cash journal after which it may be posted in the accounts-receivable ledger.

All money paid out should be paid out either by check signed by the business manager and adviser or in a form instructing the school clerk or treasurer to draw from the publication fund and write the check. A petty cash fund may be set up to take care of small items. From check stubs or from vouchers, the publication bookkeeper may enter expenditures in the cash journal and then post in the accounts-payable ledger. It is essential that bills be paid at the first of the month or at the time specified in agreements made—with the printer, for example.

Each month a statement should be issued to show the exact financial status of the publication. This statement should be analyzed by the business staff and the editorial staff to determine whether anyone has been exceeding the budget. For example, the sports editor or feature editor might be advised to limit expenditures for halftones to a stipulated amount for the forthcoming month. More frequent reports may be issued if necessary to determine profit and loss for any interval.

Complete and accurate financial records are essential if the publication staff is to live within its income. School officials as well as taxpayers have the right at any time to examine the records to determine whether funds are being used wisely. In addition, this practice provides effective business education that is highly realistic.

ASSEMBLY PROGRAMS

for October

THE FOOTBALL ASSEMBLY

One of the most interesting and essential assembly programs in early October, the earlier the better, is one built around the main game of the season, football. This program may be presented by the Lettermen's Club, Student Council Committee, or by some other group, with the help and cooperation of the coach and athletic department.

Following the customary opening of the program the chairman introduces the coach—who quite frequently in many schools is a new man. He introduces last year's varsity squad and his assistants. Too, he may make a few pertinent comments about this year's football schedule.

Next comes the exhibition of a football uniform (perhaps, even the dressing up of a player in it) with the narrator pointing out the function and protective qualities of each piece. Most of the students and teachers have never seen some of these pieces and do not understand their purposes. This presentation may also give an idea of the cost of each piece, and a total for the entire outfit.

Now comes a brief but comprehensive explanation of the basic principles of football. Naturally, there are many parts not well understood by many students (nearly all girls know little about it) and an increase in their comprehension will make it more interesting and valuable. These explanations should of course be simple and not too technical.

Next, the coach, by means of large diagrams, explains the style of play to be used by the team. No attempt at secrecy need be used where the student body is concerned. And even if reported to another school, such explanations will tell that school but little. All schools use about the same plays anyway. If the students feel that they have been included in the plans for the season they will respond by being the more enthusiastic in their support. This is another of those intangibles that go into the make-up of school spirit.

A member of the local officials' association, or a local official, now gives a brief explanation of some of the important rules and the meanings of the signals he uses to indicate various types of violations. He shows the students that the official is not a robber in a striped shirt but rather a competent individual who helps to ensure a good game and also protects the players themselves.

A short movie of a previous game, in both

normal and slow-motion, is shown, the coach pointing out each type of play as it is run off. At appropriate places the film may even be stopped entirely in order to show exactly what has taken place.

A member of the committee or club now makes a few comments on team and spectator sportsmanship, showing how it reflects upon both the team and the school.

In a concluding number the cheerleaders are introduced and lead the school in one of the best known yells and the school song.

Such a program, well planned and presented, can be interesting, instructive, and stimulating to the student body.—Ed Carver, Coach, Modoc Union High School, Alturas, California.

THE RED CONVERTIBLE

Announcer: The ambition of every boy is to learn to drive a car. Al is no exception. He spends hours standing around watching cars. Bill and Al are very busy at their favorite hobby, watching the cars on main street.

Al: I like the Mercury. Boy! Has that car got lines.

Bill: Ah, that's a cheap one. Give me a Lincoln.

Al: Yeah. That's the one that opens and closes the windows by touching a button.

Bill: You'd think anyone could open a window.

Al: That red convertible is a hot number.

Bill: Too much wind resistance. The windshield is too high.

Al: Hey, did you notice that Ford? My uncle has one just like that. He lets my cousin John drive it. John's only three years older than I am.

Bill: Gee! You'd think that parents would want their children to learn to drive. Sometimes, they might want them to get gas or go to the store.

Al: Yes, I know, but they don't. They're always afraid.

Bill: Wonder what the police car is doing over by the bank. Hey, mister, what's going on?

Man: The bank's been robbed.

Bill: Let's go over there.

Al: Have some gum. Hey! Where did this come from?

Bill: Looks like a telegram. Where did you get it?

Al: I gotta go right home. When we were going to the show last night, the messenger gave it

to me. He was just coming up the walk, and we were late for the show already.

Bill: Wonder if it's important. Well, I'm going over to see what's going on at the bank. Gee! Look at all the policemen!

Al: So long!

(Sound—slamming of a door and foot steps.)

Mother: Is that you, Al.

Al: Yes, Mom.

Mother: Why are you so late getting home from school?

Al: Well, there was a lot of traffic.

Mother: I've been waiting for you to get home, so you can go to the store for me. Get hamburger. It's the end of the month, so I've used up my money.

Al: You mean no dessert for tonight?

Mother: There's some left-overs. There's a piece of cake and one of pie for you and Alice. I'll warm up the beans we had last night.

Al: By the way, here's a telegram.

Mother: I didn't hear the bell.

Al: The boy was just coming up the walk.

Mother: Hurry and get the meat. Here's thirty-nine cents, for the cheap hamburger.

(Sound of door slamming and foot steps.)

Alice: A telegram? Who is it from, Mom?

Mother: Alice, I'm glad you're home, I've been cleaning out the attic all day and I need help. Probably, it's some business matter for your father. Just put it beside his plate.

Alice: Where's Al?

Mother: Gone to the store for hamburger.

Alice: Hamburger again?

Mother: Well, you children buy them when you're out. Here are the plates.

Alice: Mom, the bank was robbed. Some of the crowd said it was eighty thousand dollars.

Mother: There are so many robberies. Some people get their money the easy way. Well, I could use a little money right now.

Alice: Mom, this telegram is addressed to you.

Mother: So it is.

(Sound of tearing paper.)

Mother: It's from your uncle in Postville. They're going to stop here tomorrow. Well, thank Heavens, your father gets paid today. I can cash the check and then shop.

Alice: Lucky they are not coming tonight.

Mother: Here comes Al with the meat. Now I can finish up the supper. Sorry, we don't have any potatoes.

(Sound of a door and footsteps.)

Al: Hey, Mom, today's Wednesday. The stores were closed.

Mother: Well, I'll just have to see what I have in a can. There's your father now.

Father: What's cooking? I'm hungry. Too

busy for lunch today. What are we having? Steak? Chicken?

Mother: I think I have a small can of tuna fish.

Father: Tuna fish? You know I can't eat that!

Mother: Well, we have beans.

Father: Ah, some of your wonderful Boston baked beans with lots of pork . . .

Mother: Beans out of a can, dear. We had some left over from last night.

Father: You mean those beans. I didn't like them. What's the matter? Have you been extravagant again? No money left?

Mother: That and no stores open. I have been cleaning the attic.

Alice: Dad, Uncle Cyrus and Aunt Minnie are coming here tomorrow.

Al: Are you sure it is tomorrow?

Alice: Here's the telegram.

Al: Well, maybe they won't get here in their old Ford.

Mother: Now, Al, don't make fun of their car.

Al: At least they let John drive it, which is more than you let me do.

Father: If I had an old car like that, perhaps I might.

Mother: Did you get your check cashed?

Father: No time at lunch and the bank had a crowd of policemen, so there were no late banking hours. I'll cash it tomorrow.

Mother: But I need money, dear.

Father: You can have what I've got, two dollars and thirty-nine cents.

Mother: That won't be near enough to buy things for the folks. We'll have fried chicken, cherry pie, jello salad, and hot biscuits.

Alice: That sounds good; I could eat it right now.

Mother: Now, Al, while I'm finishing dinner, go up to the attic with your father, and get the picture Aunt Minnie sent us for Christmas, the peacock feathers, and that orange and pink rug.

Father: I threw that picture away. I even carried it out to the rubbish myself.

Mother: I know, dear. I put it in the attic.

Alice: Not those peacock feathers again!

Mother: Well, I don't like that rug, either. We could get them down tomorrow.

Father: Don't spoil my evening with that picture of that fox eating a rabbit. It just makes me sick to look at all that blood.

Mother: Well, then, tomorrow, but they might arrive before you get home.

Father: I promise I'll bring them down tonight, before I go to bed.

Alice: That means that Mother and I will have to do it.

Father: All right! All right! I'll go now. Come on, Al. I suppose you want it in the usual place?

Mother: Aunt Minnie is such a kind person.

She thought we needed something to cover the torn place in the dining-room paper.

Father: I do not like your relatives. She's always asking the price of everything. I am sure she thinks we are going to the poorhouse any day now.

Mother: That's why I'm so anxious to have a very expensive dinner.

Alice: She always says the same thing to me, "My! How you have grown." Then she'll tell how she gave Al a bath when he was a baby.

(Doorbell rings persistently.)

Mother: Alice, open the door. I found another can, so I'm opening the peaches for dessert.

Alice: Mom, they're here!

Al: I can't hold it alone. Shall I set the picture down?

Alice: Mom, here are Uncle Cyrus and Aunt Minnie!

Minnie: How you have grown, Alice. And Al, how I remember giving you a bath.

Cyrus: Howdy folks, ready to put the feed bags on?

Minnie: I do hope we aren't late for dinner. It is terrible to get the meal all ready and have the company late for victuals.

Alice: We were expecting you tomorrow.

Minnie: Didn't you get our telegram? We sent it two days ago. Moving the pictures?

Father: Oh, no, the wire was broken, so we were putting on a new cord. We are very fond of the picture.

Minnie: Looks all right to me. I had a good strong cord put on it that shouldn't wear out in six months.

Alice: Where's John?

Cyrus: Out in the car. He's trying to fix a dent on 'the front fender where a man ran into us when we stopped at a red light.

Minnie: Those brakes don't act right.

Cyrus: Now, Minnie, those brakes are just as good as new, if you push hard enough.

Mother: Al, don't you think you should drive around with John. There are a few things I'd like to have you buy at the store.

Al: Sure, but what store? They're all closed.

Alice: Here's some money, Al.

Father: Here's two dollars, son.

Mother: Here's fifty-three cents.

Al: Gosh! All that money?

Minnie: You mean you haven't cooked supper yet?

Mother: Why of course. Now, if you'll just bring your bags upstairs. I know you folks will want to freshen up after your long drive. . . (fade out.)

Father: Come out in the yard, Cyrus, I want to show you our fifty foot farm. . . (fade out.)

Al: Now what am I supposed to do with this money?

Alice: Buy something for supper.

Al: With three dollars. Are you kidding?

Alice: Only do hurry. Mother and father can't keep them busy very long. They're hungry.

Al: And so am I. All right. Maybe I can get credit somewhere. (steps.) Hi, John.

John: Hi Al. Learned to drive yet?

Al: Say will you teach me?

John: Sure, if you think we'll have time before supper.

Al: Well, there are a few things I have to buy.

John: Well, get in. First you push down on the starter.

Al: Don't you turn on the ignition key first?

John: Sure. There she goes. (sound of a car.) We'll just drive around the block until supper's ready. Am I hungry? We didn't have any lunch. Mom said we might as well save our appetite. Now put out your hand and turn left at the next corner.

Al: Gee! It's easy driving a car.

John: Hey, you didn't turn!

Al: I'm supposed to find a store. Mom needs a few things.

John: You mean that supper isn't ready?

Al: Unless I find a store and some money, we won't have anything to cook.

John: Don't press so hard on the gas.

Al: How do you make it stop?

John: The brakes aren't very good. I always shift into low and turn off the gas, when I want to stop. Hey! Look out for that car!

Al: The traffic sign's changing. How do I stop?

John: Yes, but can you? Look out!

(Sound of crash.)

Al: Are you all right, John?

John: I think so, but look at the car! Here come the police. (Police siren sounds soft and grows louder.)

Al: Look at that car! Isn't that the red convertible we saw this afternoon? Oh, that was my friend Bill. Wonder why the men have crawled under the car.

John: They've got machine guns.

(Siren draws nearer. An exchange of shots and yelling.)

Police: Mighty fine job, my young man. The police department owes you a reward.

Al: Reward?

Police: Five hundred dollars. We've been chasing these crooks all over town.

Al: That was the same car that I saw this afternoon just before the hold-up.

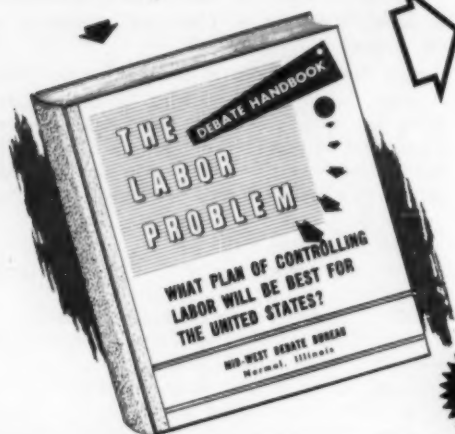
Police: A fine piece of driving, young man.

Al: But I never drove—

John: Who are the men?

DEBATE

Materials



THE NATIONAL HIGH SCHOOL DEBATE TOPIC FOR THE SCHOOL YEAR 1959-1960

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MID-WEST DEBATE BUREAU
NORMAL, ILLINOIS

Police: I thought you were chasing them. The bank robbers.

Al: Oh, yes.

Police: I'm afraid we can't move your car. Evidence, you know.

John: The car's insured.

Al: We were just going to get our folks for dinner.

Police: Well, in that case, we'll just pick up your folks in the police car and take them all to the hotel. I know they will be proud of you. Now where is your license, young man?

Al: License?

John: Oh, I was driving.

Policeman: Smart thinking, young man. Then you get the reward.

Al: Oh, no.

John: My cousin recognized the bank robbers, so I chased them. A good dinner is all the reward I want. How soon can we get the money.

Police: Right away. Come with me.

(Sound of a police siren receding.)

Announcer: So the family finally did get to dinner at the most expensive restaurant in town. Minnie tried to see the amount of the bill, but the policeman paid it anyway. As for Al, when he's

sixteen, he'll have a car of his own. This time, he'll learn to drive first.

Among The Books

Teaching Shut In Students

Teachers, school administrators, and physicians, as well as parents, concerned with the education and welfare of boys and girls confined to their homes or to hospitals because of illness will find much useful information in a new 24-page Handbook by J. A. Richards, Director of the Special Education Division of Executone, Inc., 415 Lexington Avenue, New York 17, N.Y.

"How To Teach Shut In Students by Telephone" contains practical suggestions for dealing successfully with many of the educational problems of homebound and hospitalized children. The material is the result of a study of hundreds of cases in which application of a home-to-school telephone device proved of great benefit not only in enhancing educational progress but in heightening morale of immobilized children and in speeding recovery.

News Notes and Comments

Nation's Largest Publications Workshop Held on Ohio University Campus

The largest workshop of its kind in the nation, Ohio University's Workshop on High School Publications, held its 14th annual session in Athens, Ohio, June 14-20, 1959.

The workshop attracted nearly 1,400 students and advisers from 300 high schools in 10 states. Dr. L. J. Hortin, Director of the Ohio University School of Journalism, was director of the workshop.

In the yearbook division, there were approximately 600 students and advisers, with a faculty of twelve high school and college specialists. All phases of high school journalism—yearbooks, newspapers, and radio-TV news—were included in seven major divisions of the workshop.

The workshopers were divided into sub-sections of 30 to 40 students, each headed by a faculty member. Yearbook sub-sections cover design; pictures; content; dummy; layout; staff; copy; typography, art, and color; accessories; and business and advertising. By following the "swing-shift" technique, students were instructed by different teachers in alternating sessions.

Daily convocations were held, featuring cartoonists, lecturers, and entertainers. Commercial firms provided displays and consultants in all phases of the graphic arts.

A whirlwind of social activities supplemented the "work" phases of the workshop—dances, parties, swimming, games, contests, convocations, and picnics.

How True!

Dr. C. C. Trillingham, superintendent of the Los Angeles County (Calif.) Schools, told administrators meeting in Atlantic City: "If Russia beats us in that big track meet next summer, there will be a demand for a crash program in running and jumping."

Choral Music Is for Boys Too

An experiment in arousing interest of high school boys in choral music was tried last spring when three North Central Kansas schools joined for an all boys' choral festival at Greenleaf. Schools involved were Greenleaf, Linn, and Washington Highs. Morris D. Hays, director of the Kansas State University glee clubs, rehearsed the boys in the afternoon and led them that evening in a mass concert. The event was highly successful. People just love to hear boys sing!

The 1959 Scholastic Awards

Now in its 34th year, the Scholastic Magazines Awards is the biggest high school competition in the United States—giving thousands of students a chance to show their talents and see them recognized.

With the aid of public-spirited business firms and schools, each May the best student work is honored with cash awards, scholarships, merit certificates, and special regional awards.

1959 Writing Awards—sponsored jointly by Scholastic Magazines and the W. A. Sheaffer Pen Company. There were about 125,000 entries with 240 national winners receiving Gold Achievement Keys, and 230 receiving merit certificates.

Top winners in each classification received \$35 to \$50 awards; second award winners from \$10 to \$20. All first and second award winners, plus Honorable Mentions, also received Sheaffer Skripsert fountain pens.

Two winners were nominated for scholarships at the University of Pittsburgh and at Knox College, Galesburg, Illinois.

The Ernestine Taggard Award of \$50 was given to the student who showed the most outstanding ability in varied forms of writing.

Many students won prizes in regional competitions held by the Hartford (Conn.) *Courant*, the Detroit (Mich.) *News*, and the Washington (D.C.) *Evening Star*.

1959 Art Awards—the largest art competition in the world! This year more than 165,000 entries were submitted from all over the country.

Awards were given to high school artists for painting, drawing, graphics, design, sculpture, and crafts. Juries of distinguished artists and art educators met in New York to judge 5,000 finalists.

Heading the awards were Hallmark Honor Prizes of \$100 each, sponsored by Hallmark Cards, for the best paintings from each region.

Judges also awarded 380 gold medals for outstanding work in 24 varied art classifications, and Strathmore Awards of \$50 each for the best work in each of 17 two-dimensional categories.

More than 100 tuition scholarships to art schools and colleges, valued at \$75,000, were awarded to seniors.

1959 Photography Awards—sponsored jointly by Scholastic Magazines and Ansco. More than 35,000 entries were submitted this year.

An exhibit of award-winning photos was shown throughout July in New York City.

Beginning in October, a traveling salon of pictures chosen from the award winners will be available to schools for exhibition. Schools wishing to show this exhibit should write: Miss Eleanor Dapper, **Scholastic Magazines**, 33 W. 42 St., New York 36, N.Y.

In the words of M. R. Robinson, president and publisher of **Scholastic Magazines** and founder of the Awards: "Here, in this panorama of contemporary student work, the creative efforts of a group of young Americans must be viewed not as the work of 'children who can draw or paint or write,' but as that of young, serious artists—to be appraised by the critical eyes of the adult world.

"Both winners and losers share one invaluable prize through the competition for awards: the discovery and development of their own abilities and special talents. This is the only prize that really counts."

How Would You Rate?

Bob Eaves of the NEA Department of Elementary School Principals, in discussing the ever-vexing problem of grades and marking, said, "If you think grading is difficult these days, you ought to see what the Virginia teacher of 1848 was up against."

He gave us an old William and Mary **Quarterly** from which we learned that a Virginia teacher of 111 years ago had this choice of marks for his students:

- | | | |
|-----------------|---------------------|---------------|
| 1. Excellent | 5. Pretty good | 9. Poor |
| 2. Very good | 6. Pretty good only | 10. Very poor |
| 3. Good | 7. Tolerable | 11. Miserable |
| 4. Satisfactory | 8. Tolerable only | |

—NEA Journal

Bowling Popular With Boys

Thanks to the city's police department and several donors, some 300 Canton, Ohio, youngsters are enjoying a lively boys' club bowling program using the club's own two-lane installation. Two Brunswick lanes were given to the club last year by the new owners of a building which formerly housed a bowling establishment in Massillon, Ohio. Sgt. Stearn, director of the Canton Boys' Club, rounded up volunteer labor to remove the lanes and transfer them to Canton where Brunswick supplied free supervision of installation.

Canton bowling proprietors chipped in a supply of balls and pins and now the two lanes are kept humming with activity each weekday evening from 4 p.m. to 9 p.m. "Our boys get a

whale of a lot of bowling fun for a nickel a game," Sgt. Stearn said, "and the money stays in circulation among the boys. Four cents of the fee go to members who take turns acting as pinboys and the other penny is paid to the youngsters who serve as scorekeepers.

"Because the boys enjoy bowling so much, we insist they earn the right to compete," Sgt. Stearn said. "If a boy fails to make passing grades in school he loses his chance to bowl and can rejoin his team only when his grades improve."

Science Students Visit Exhibits

The world's largest manufacturer of automatic controls does more than just talk about interesting teen-agers in pursuing careers in science. As a highlight of its observance of National Engineers Week, Minneapolis-Honeywell Regulator Company invited 600 outstanding high school students from 80 Minnesota high schools to visit a multi-million-dollar exhibit of technological progress.

The 75 exhibits—covering 30,500 square feet of space in the Minneapolis Auditorium—featured a variety of Honeywell research and engineering activities in fields ranging from solar heating to "Space Age" research projects.

Students who participated were juniors and seniors who have displayed outstanding science and mathematic skills in high school. They were selected by their teachers on the basis of scholastic achievement.

Gold Pins for Scholarship

Gold pins will be used to stimulate scholarship at New Philadelphia (Ohio) High School. Plans have been made to award the pins to honor students in recognition of their exceptional scholastic achievements. A School Scholarship Strategy Board, appointed by Supt. Leon S. Force, suggested the idea. Last year elementary grade students were presented certificates of honor for high scholastic achievements.

National Anthem Gift

As part of its Citizenship program the Indiana Farm Bureau has given close to 800 recordings of the "Star-Spangled Banner" to schools over the state. Released through county farm bureau units, the records (78 RPM) have been made by the Boston and Chicago symphony orchestras under the RCA Victor label and are said to be the first of the national anthem in hi-fi.—The Indiana Teacher

How We Do It

ACTIVITIES SUMMARIZED IN SPECIAL EDITION OF SCHOOL PAPER

A special six-page Christmas edition of "The Gander Gazette," official publication of the Robert E. Lee Senior High School, Raytown, Texas, appeared on the campus during the second week in December. It was published by a class of twelve plus two volunteers.

The content of this "extra" included "Suggestions for Gift Giving," "Christmas Celebrations Held Differently Around the World," and current activities of many of the clubs and organizations, of which the school is really blessed. Our many clubs, organizations and activities offer the students a wealth of active participation opportunities.

The Junior Red Cross sponsored a New Year's Dance last year. Money collected went to purchase a chest of school supplies that was sent overseas. Another party was presented this year with the money received to be used to help underprivileged children in this country and in other lands.

The Future Nurses' Club had a Christmas Party instead of a regular meeting the third week in December. They made favors to be distributed to patients in various hospitals. People who have to remain in hospitals during the Christmas holidays especially appreciate any special favors.

Eight boys from the Science Club attended the Science Fair, which was held in Dallas. To be eligible to attend the fair each boy had to present a suitable paper on his particular project.

Several members of the Future Teachers of America Club attended the district convention. Various divisions of the workshop included student teaching, club projects, and scrapbooks. The club had a bake sale during December.

The Keyettes cleared \$334 on a "mum" sale held before the annual homecoming dance. Each girl had a quota of ten mums to sell, but many exceeded their goal. The money was deposited in a bank to be used for worthwhile projects.

The Latin Club published a five-page mimeographed paper, "The Forum." It was distributed free to J. C. L. members. It contained features and puzzles, part of it being printed in Latin. The club also prepared and presented Thanksgiving baskets to needy families.

The Quack Shack Club had a dance just before the Thanksgiving vacation. Instead of money or

membership cards, clothes or canned goods were presented at the door. They were later packed in boxes and divided among needy families.

The school directory was sold by D.E. students for 50 cents. The directories were made possible by ads sold by D. E. students. They received experience in selling, drawing up the ads, planning the layout of the directory, and reading and correcting proofs.

Members of the F. F. A. Club held a Christmas party. They also planned a party for a student who broke his neck at a swimming party. . . . The members of the Girls' Sports Association has been active. . . . The Junior Historians' Club planned their annual Confederate Ball to be held on Valentine's Day. . . . Girls of the Homemakers' Club put on a style show in November. . . . Members of the Future Business Leaders' Club attended the district convention. . . . The band held its annual magazine sale, the net proceeds to be used for uniforms and band activities. . . . More copies of "The Lee Traveler," school yearbook, have been sold this year than last year. . . . The Chemistry Club had a program entitled "How X-Rays Can Teach Us About Matter." . . . The Tri-Y Club held a party for members. . . . The National Honor Society will initiate 94 new members this year. . . . The band represented Baylor University at a football game with Rice University.—Gander Gazette, Robert E. Lee High School, Raytown, Texas

RELIGIOUS EMPHASIS WEEK

Last spring the Student Council and the National Honor Society of Camden (Arkansas) High School joined in sponsoring the first "Religious Emphasis Week" our school ever had. A General Committee, composed of the presidents of these two organizations and two other students organized, promoted, and handled the event. The special committees were Publicity, Promotion, Visual Publicity, and Non-assembly.

The General Committee secured Dr. W. Neil Hart, District Superintendent of the Methodist Church, to address the student body each morning during the regular activity period. Attendance at these assemblies was not compulsory but nearly 100 per cent of the students attended.

Other activities were making and placing posters, Bible reading each morning over the inter-com, prayer after daily announcements, and

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publicizing the "week" through newspaper write-ups and announcements.

The daily assembly included a hymn, Bible reading, and prayer, in addition to Dr. Hart's address. Students from a different class presented the numbers of the program each day, Monday through Thursday and the members of the Student Council and the National Honor Society handled the program on Friday. Incidentally, at the Friday program Dr. Hart was presented with a silver fruit bowl by the presidents of the sponsoring organizations, on behalf of the student body.

This Religious Emphasis Week was so successful that both the Student Council and the National Honor Society recommended it be repeated next year.—Johnny Wheeler, President, Student Council, Camden High School, Camden, Arkansas.

FIRST "APPLE POLISHER" LIVED 4,000 YEARS AGO

The first "apple polisher" in recorded history was a Sumerian schoolboy who, some 2,000 years before the Christian era began, buttered up his teacher with a home-cooked meal, according to "Geographic News Bulletin."

Dr. Samuel Noah Kramer, curator of the clay writing tablet collection in the University of Pennsylvania Museum and the university's professor of Assyriology, unearthed the story as he pored over cuneiform symbols graven on clay tablets dug up in Iraq.

Before him, he realized, lay a school-child's diary. In it the lad bewailed a day marked chiefly by the number of canings his teacher had given him. The discouraged boy asked his father to invite the headmaster home for a meal. The parent not only did so, but gave the teacher a new garment and a ring for good measure.

The plan worked perfectly. After dinner the master told the anxious student, "You have carried out well the school's activities, you have become a man of learning."

The first apple polisher belonged to a people who may have been the first to make enduring written records. The existence of the little kingdom of Sumer, between the Tigris and Euphrates

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rivers, was not suspected by modern scholars until less than a century ago. Through Greek and Hebrew writings, archeologists knew of Assyria and Babylonia and had located them geographically. While digging for relics of these later civilizations they came upon tablets in the Sumerian tongue.

At first scholars thought this new language a variant of Assyrian, invented by priests to hide secrets from the public. Further study revealed a record of an entire civilization that preceded Assyria. The full story hidden behind the Near East's cuneiform characters remains to be told.—N.C. Public School Bulletin.

A VARIED ACTIVITIES PROGRAM WHICH INCLUDES ACADEMIC HELP

Our junior high school probably has as complete an extracurricular program as any other school its size. In addition to the usual activities, our club schedule includes the following groups, Boys' Gymnastics, Girls' Woodshop, Drama, Girls' Gymnastics, Service, Vocal Music, Instrumental Music, International Relations, Forum, Newspaper, Modern Dance, Great Literature, Sewing, Chess, Fashion, Photography, Science, Chefs, Handicraft, and Visual-Aids.

Three hundred and fifteen students use one activity period for a study purpose and the other two periods for participation in activities; 230 students have one activity period and two study halls; and 45 students have three study halls and no participation.

An innovation last year was the introduction of academic help. Approximately 300 students signed up for one or more of the academic aid activities, each sponsored by the teachers of particular subjects. This aid is provided in algebra, foreign language, arithmetic, social studies, handwriting, spelling, English, and reading for speed and comprehension. We have found this rather unusual extracurricular activity to be immensely helpful, not only to the helpees but also to the helpers.—Arthur O. Nelson, Millburn Township Junior High School, Millburn, New Jersey.

NINTH-GRADE FINANCIERS TRIPLE STOCK INVESTMENT

Pint-size tycoons at Great Neck South Junior High School received an unexpected dividend from their ninth-grade investment course Monday, June 15, when a small scale stockholders' meeting was held expressly for them by the company whose stock they bought during the school year.

Responding to the unusual nature of the shareholder group, John O. Ekblom, chairman of Hupp Corporation, visited the school to express appreciation for the faith in Hupp demonstrated by the 14 stockholders of Great Neck South Shareholders, Inc., a student holding company which bought seven shares of Hupp stock to study market transactions and fluctuations.

Had the students taken the advice of their parents about which stocks to buy, they would have lost heavily. They broke even on the Hupp purchase, but tripled their investment after Mr. Ekblom presented his personal gift of one share of Hupp Corporation common stock to each student in Mr. Louis Ranhofer's class, Introduction to Business, with the wish that it be the foundation for a long and successful investment experience. In addition, he discussed goals of investing and how investors can attempt to forecast future values of all types of securities, differences between short and long-term swings in market prices and how to judge trading values.

Capitalization of the Great Neck South Shareholders, Inc., consisted of 200 shares of common stock at a par value of 25 cents, which the students traded among themselves as the market for Hupp stock fluctuated on the New York Stock Exchange.

Dr. Richard S. Byers, principal of the school, believes the youthful financiers learned a lot about business and the stock market from this first-hand experience.

Hupp Corporation manufactures air conditioning and heating products, major appliances and automotive and aircraft products at eight plants in Ohio, Michigan, Illinois, New York, Georgia and Florida. The company's 1958 sales amounted to \$56.5 million.

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BACK TO SCHOOL PROMOTION PACKAGE

A Back-To-School Promotion Package is available, without cost, from the DRY-stik Co., with a minimum order for their product, DRY-stik. Included in this co-ordinated promotion, featuring 10 of the most popular school supply items—such as pencils, erasers, etc.—are sets of Signs, Pennants, Price Cards, Window Streamers, Back-To-School Check Lists—as well as Paper Bags with lists of School Needs imprinted. A Free Fun and Magic Book with each DRY-stik, is also featured along with Free Coupons. Write DRY stik Co., 4356 N. Kedvale Ave., Chicago 41, Illinois.

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Because the purchase of athletic equipment involves a considerable investment, the proper care of such equipment should be a must in order to insure a maximum of service. Athletic apparel is subjected to the hardest of wear and seldom gets the kind of treatment required by the various fabrics now being used in today's sports.

YOUR SMILE IS YOUR PERSONALITY

Do you have the ability to smile when your spirits are low? Do you smile to put newcomers at ease? Well you should because your smile is your personality and it should be warm and sunny. After all, who wants to be around a gloomy creature who always feels sorry for himself? Certainly not you or I, so then who? There is a way to gain attraction and attract to your personality; give those around you a warm sunny smile.—The Eagle's Eye, High School, Brandon, Florida.

Comedy Cues

The father for some years had been telling what a good shot he was. Finally, his young son was grown, and his father had tutored him painstakingly so that the boy would be as good a shot as the father. On the first duck-hunting trip, the boy and his father waited patiently in the blind for the ducks to appear. At last, one lone duck flew overhead.

"Watch me carefully, son," said the father as he took aim and fired. The duck flew on out of sight. As the son watched the duck, the father said: "Son, you're looking at a miracle; there flies a dead duck."

☆☆☆

A flying saucer landed in the center of a large city. A reporter was rushed to interview the 18-inch tall man who stepped from it.

"Where are you from?" asked the reporter.

"I'm sorry," replied the little man. "Space does not permit me to answer."

☆☆☆

A woman sent her little boy to the store for three pounds of peanuts. When he returned, she weighed the peanuts and found a shortage of about ten ounces. She phoned the grocer and complained.

"Ma'am," insisted the merchant, "I'm sure my scales are right. Have you weighed your son?"

☆☆☆

New Crop

The city visitor was puzzled by the farmer's actions.

"Why are you running that steam roller over your field?" he asked the farmer.

"I'm going to raise mashed potatoes this season," was the farmer's reply.

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